

# GRADE 4 ELA EOM WRITING TASK

**Course Name:** ELA

**Time Frame (in minutes):** 120

**Unit/Theme:** Wit & Wisdom Module 3, Revolutionary War

**Grade Level:** 4

CONTENT AND SKILLS	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>I can write an opinion essay whether the American patriots were right or wrong to the fight for their independence from Britain</li> </ul>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>Why is it important to understand all sides of a story?</li> </ul>
<b>Students I can statements . . .</b>	<ul style="list-style-type: none"> <li>I can write an opinion essay about whether the Americans were right or wrong to fight for their independence.</li> <li>I can use details/ideas from texts to support my opinion</li> </ul>
<b>How will you meet the needs of SWD and ELL/MLL students?</b>	<ul style="list-style-type: none"> <li>Color coded graphic organizers</li> <li>Sentence starters</li> <li>Chunked assessment</li> <li>Word predictive software</li> </ul>
<b>Content Standards</b> List all standard indicators (do not need standard statement)	
<ul style="list-style-type: none"> <li>W.4.1</li> <li>W.4.5</li> </ul>	
<b>NYS Computer Science and Digital Fluency Standards</b> List all standards that authentically align	
<ul style="list-style-type: none"> <li>4-6.IC.1 - Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.</li> <li>4-6.CY.4 - Model and explain the purpose of simple cryptographic methods.</li> <li>4-6.CT.4 - Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps.</li> </ul>	
<b>NYS SEL BENCHMARKS</b>	

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 3-5 1A.2a.
- 3-5 1B.2a

### INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

-Students will have already read the texts over the module, this is the culminating piece.

-**4-6.CY.4** Students will use texts to support their writing which include a text that is based on simple cryptographic methods. In the “Scarlet Stocking Spy”, the main character uses pieces of clothing to create a code to help patriots know what kind of ships are coming into the harbor.

-**4-6.CT.4** They will write their End of Module writing piece, using a color coded graphic organizer to support their writing abilities. This will also use word predictive software for some students with IEPs.

-Students will fill out the graphic organizer using their opinion and statements from the texts to help support their writing.

-They will elaborate on their opinion using technology as the catalyst. Some students have accommodations/modifications to the assignment to help support their writing abilities.

-**4-6.IC.1** Many of the stories use different modes of communication to support the advancement of their culture and the Revolution. This is a piece we talked about during the reading of the text, and they should incorporate it into their finished writing piece.

-Once completed they will look over their writing to ensure it includes all aspects of the graphic organizer and grammatically is correct.

### FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

Collaboration  
X Communication  
X Critical Thinking/Problem Solving  
Creativity & Innovation

### MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

- Color code graphic organizer
- George vs George text
- Scarlet Stocking Spy text
- Colonial Voices text
- End of Module final paper blank copy via Teams
- Word predictive software

## Color Coded Graphic Organizer

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

# End of Module Task: Opinion Essay

**Prompt:** Write an opinion essay whether the American patriots were right or wrong to the fight for their independence from Britain. Use evidence and ideas from any texts we have used this Module to support your opinion (George vs George, Scarlet Stocking Spy, Colonial Voices).

<p><b><u>Opinion</u></b></p> <ul style="list-style-type: none"> <li>- <b>Hook</b> your readers</li> <li>- Introduce your topic</li> <li>- State your opinion with your reason(s) why</li> </ul>	(Paragraph 1)	
<p><b><u>Reason</u></b></p> <ul style="list-style-type: none"> <li>- Provide the first reason to support your opinion</li> </ul>	(Paragraph 2)	(Paragraph 3)

<p><b><u>Evidence</u></b></p> <ul style="list-style-type: none"> <li>- Cite Evidence to support your reason</li> <li>- Explain how this evidence proves your opinion</li> </ul>		
<p><b><u>Opinion</u></b></p> <ul style="list-style-type: none"> <li>- Conclude your writing</li> <li>- Summarize your points</li> </ul>	(Paragraph 4)	